

**DRAFT Essential Elements: ELA Grade 3 (NOTE: current version subject to revision)**

ESSENTIAL ELEMENTS: ENGLISH LANGUAGE ARTS GRADE 3							
Michigan K-12 Standards for English Language Arts	Essential Elements*	Claim	Michigan Range of Complexity			Level Assessed	
		See footnote	High Complexity Level	Medium Complexity Level	Low Complexity Level		
Third Grade English Language Arts Standards: Accessing Narrative Text							
Key Ideas and Details							
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.</b>	1	<b>EE.RL.H.3.1</b> The student can use details to answer questions about the plot, setting, and characters in a narrative text.	<b>EE.RL.M.3.1</b> The student can answer questions about basic elements in a narrative text (e.g., character's names, character's feelings, setting, and key events).	<b>EE.RL.L.3.1</b> The student can answer simple who, what, or where questions about a narrative text.	Classroom/State	
<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		EE.RL.3.2 Associate details with events in stories from diverse cultures.	(See EE.RL.3.1)	(See EE.RL.3.1)	(See EE.RL.3.1)	(See EE.RL.3.1)	Classroom/ Assessed at state level under EE.RL.3.1
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		EE.RL.3.3 Identify the feelings of characters in a story.	(See EE.RL.3.1)	(See EE.RL.3.1)	(See EE.RL.3.1)	(See EE.RL.3.1)	Classroom/ Assessed at state level under EE.RL.3.1
Craft and Structure							
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>EE.RL.3.4</b> Determine words and phrases that complete literal sentences in a text.	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	Classroom/ Assessed at state level under EE.L.3.4 and EE.L.3.5)	
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>EE.RL.3.5</b> Determine the beginning, middle, and end of a familiar story with a logical order.	1	<b>EE.RL.H.3.5</b> The student can identify events that occur at the beginning, middle, and/or end of a multiple-paragraph narrative text.	<b>EE.RL.M.3.5</b> The student can identify when a simple story element occurred (e.g., at the beginning/end of a narrative, what happened first/last, etc.) of a one-paragraph narrative text.	<b>EE.RL.L.3.5</b> The student can demonstrate understanding of sequence in a routine or simple narrative text (e.g., daily schedule, calendar, steps of a familiar routine, or what happened first or last of a one- to two-sentence story).	Classroom/State	
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>EE.RL.3.6</b> Identify personal point of view about a text.	NA	NA	NA	NA	Classroom	
Integration of Knowledge and Ideas							
<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>EE.RL.3.7</b> Identify parts of illustrations or tactual information that depict a particular setting, or event.	NA	NA	NA	NA	Classroom	

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<b>RL.3.8</b> (Not applicable to literature)	<b>EE.RL.3.8</b> (Not applicable to literature)	NA	NA	NA	NA	NA
<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>EE.RL.3.9</b> Identify common elements in two stories in a series.	NA	NA	NA	NA	Classroom
Range of Reading Level of Text Complexity						
<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>EE.RL.3.10</b> Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.	NA	NA	NA	NA	Classroom
Third Grade English Language Arts Standards: Accessing Informational Text						
Key Ideas and Details						
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>EE.RI.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.  <b>EE.RI.3.2</b> Identify details in a text.  <b>EE.RI.3.3</b> Order two events from a text as “first” and “next.”	(See EE.RI.3.2)	(See EE.RI.3.2)	(See EE.RI.3.2)	(See EE.RI.3.2)	Classroom/ Assessed at state level under EE.RI.3.2
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.		1	<b>EE.RI.H.3.2</b> The student can answer questions about details (e.g., individuals, events, locations, ideas, and/or sequence of events) of an informational text.	<b>EE.RI.M.3.2</b> The student can answer questions about basic details (e.g., individuals, locations, events, and sequences) of an informational text.	<b>EE.RI.L.3.2</b> The student can answer basic questions about a short, simple informational text (e.g., daily schedule, calendar, poster, etc.).	Classroom/State
<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		(See EE.RI.3.2)	(See EE.RI.3.2)	(See EE.RI.3.2)	(See EE.RI.3.2)	Classroom/ Assessed at state level under EE.RI.3.2
Craft and Structure						
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	<b>EE.RI.3.4</b> Determine words and phrases that complete literal sentences in a text.	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	(See EE.L.3.4 and EE.L.3.5)	Classroom/ Assessed at state level under EE.L.3.4 and EE.L.3.5)
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>EE.RI.3.5</b> With guidance and support, use text features including headings and key words to locate information in a text.	NA	NA	NA	NA	Classroom
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>EE.RI.3.6</b> Identify personal point of view about a text.	NA	NA	NA	NA	Classroom
Integration of Knowledge and Ideas						

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<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>EE.RI.3.7</b> Use information gained from visual elements and words in the text to answer explicit who and what questions.	1	<b>EE.RI.H.3.7</b> The student can use more complex visuals (e.g., pictures, illustrations, posters, schedules, photographs, etc.) to demonstrate understanding of text/information.	<b>EE.RI.M.3.7</b> The student can use visuals (e.g., pictures, posters, schedules, etc.) to demonstrate understanding of text/information.	<b>EE.RI.L.3.7</b> The student can use simple visuals to demonstrate understanding of text/information.	Classroom/State
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>EE.RI.3.8</b> Identify two related points the author makes in an informational text.	1	<b>EE.RI.H.3.8</b> The student can identify two related points made by the author of an informational text.	<b>EE.RI.M.3.8</b> The student can identify two related elements in a short informational text.	<b>EE.RI.L.3.8</b> The student can demonstrate understanding of what "similar" or "the same" means when presented in the context of an informational text.	Classroom/State
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>EE.RI.3.9</b> Identify similarities between two texts on the same topic.	NA	NA	NA	NA	Classroom
<b>Range of Reading Level of Text Complexity</b>						
<b>RI.3.10</b> By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>EE.RI.3.10</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	NA	NA	NA	NA	Classroom
<b>Third Grade English Language Arts Standards: Reading (Foundation Skills)</b>						
<b>Fluency</b>						
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	<b>EE.RF.3.3</b> Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel consonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words.	NA	NA	NA	NA	Classroom

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<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>EE.RF.3.4</b> Read words in text. a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.	NA	NA	NA	NA	Classroom
<b>Third Grade English Language Arts Standards: Writing</b>						
<b>Text Types and Purposes</b>						
<b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	<b>EE.W.3.1</b> Write opinions about topics or text. <b>a. Select a text and write an opinion about it.</b> b. Write one reason to support an opinion about text. c. Not applicable d. Not applicable	2	<b>EE.W.H.3.1.a</b> The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text.	<b>EE.W.M.3.1.a</b> The student can select two words/phrases that express an opinion about a given topic or text.	<b>EE.W.L.3.1.a</b> The student can select one word or labeled picture that expresses an opinion about a given topic or text.	Classroom/State
<b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	<b>EE.W.3.1</b> Write opinions about topics or text. a. Select a text and write an opinion about it. <b>b. Write one reason to support an opinion about text.</b> c. Not applicable d. Not applicable	4	<b>EE.W.H.3.1.b</b> The student can identify reasons to support an opinion about a given topic or text. (The opinion may belong to the student or the writer of a given text.)	<b>EE.W.M.3.1.b</b> The student can select two words/phrases that support an opinion about a given topic or text. (The opinion may belong to the student or the writer of a given text.)	<b>EE.W.L.3.1.b</b> The student can select one word or labeled picture that supports an opinion about a given topic or text. (The opinion may belong to the student or the writer of a given text.)	Classroom/State
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	<b>EE.W.3.2</b> Write to share information supported by details. <b>a. Select a topic and write about it including one fact or detail.</b> b. Not applicable c. Not applicable d. Not applicable	2	<b>EE.W.H.3.2a</b> The student can write/dictate/draw a brief piece about a given topic using facts and details.	<b>EE.W.M.3.2a</b> The student can select two facts or details about a given topic from a list of facts or details.	<b>EE.W.L.3.2a</b> The student can select one fact or detail about a given topic from a list of facts or details.	Classroom/State

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<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	<b>EE.W.3.3</b> Write about events or personal experiences. <b>a. Select an event or personal experience and write about it including the names of people involved.</b> b. Not applicable c. Not applicable d. Not applicable	2	<b>EE.W.H.3.3.a</b> The student can write/dictate/draw a personal narrative about an event or personal experience.	<b>EE.W.M.3.3.a</b> The student can recount two details from an event or personal experience.	<b>EE.W.L.3.3.a</b> The student can select a word or picture to share information about an event or personal experience.	Classroom/State
<b>Production and Distribution of Writing</b>						
<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>EE.W.3.4</b> With guidance and support, produce writing that expresses more than one idea.	NA	NA	NA	NA	Classroom
<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	<b>EE.W.3.5</b> With guidance and support from adults and peers, revise own writing.	NA	NA	NA	NA	Classroom
<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>EE.W.3.6</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	NA	NA	NA	NA	Classroom
<b>Research to Build and Present Knowledge</b>						
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>EE.W.3.7</b> Identify information about a topic for a research project.	NA	NA	NA	NA	Classroom
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>EE.W.3.8</b> Sort information on a topic or personal experience into two provided categories and write about each one.	4	<b>EE.W.H.3.8</b> The student can sort information into two categories in preparation for a writing project.	<b>EE.W.M.3.8</b> The student can choose two pieces of information that are related to a given topic in preparation for a writing project.	<b>EE.W.L.3.8</b> The student can choose one piece of information that is related to a given topic in preparation for a writing project.	Classroom/State
<b>W.3.9</b> (Begins in grade 4)	<b>EE.W.3.9</b> (Begins in grade 4)	NA	NA	NA	NA	NA

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<b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	<b>EE.W.3.10</b> Write routinely for a variety of tasks, purposes, and audiences.	NA	NA	NA	NA	Classroom
<b>Third Grade English Language Arts Standards: Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>						
<b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	<b>EE.SL.3.1</b> Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.	NA	NA	NA	NA	Classroom
<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>EE.SL.3.2</b> Identify details in a text read aloud or information presented orally or through other media.	3	<b>EE.SL.H.3.2</b> The student can respond to questions about details presented orally or through other media.	<b>EE.SL.M.3.2</b> The student can respond to basic questions about details presented orally or through other media.	<b>EE.SL.L.3.2</b> The student can select a detail from a text presented orally or through other media.	Classroom/State
<b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>EE.SL.3.3</b> Ask or answer questions about the details provided by the speaker.	(See EE.SL.3.2)	(See EE.SL.3.2)	(See EE.SL.3.2)	(See EE.SL.3.2)	Classroom/ Assessed at state level under EE.SL.3.2
<b>Presentation of Knowledge and Ideas</b>						
<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>EE.SL.3.4</b> Recount a personal experience, story, or topic including details.	NA	NA	NA	NA	Classroom

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<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>EE.SL.3.5</b> Create a multimedia presentation of a story or poem.	NA	NA	NA	NA	Classroom
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>EE.SL.3.6</b> Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.	NA	NA	NA	NA	Classroom
<b>Third Grade English Language Arts Standards: Language</b>						
<b>Conventions of Standard English</b>						
<b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	<b>EE.L.3.1</b> Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. b. Use regular plural nouns in communication. c. Not applicable d. Use present and past tense verbs. e. Not applicable f. Not applicable g. Use common adjectives. h. Not applicable (see EE.L.3.1.a) i. Ask simple questions.	3	<b>EE.L.H.3.1</b> The student can identify the correct use of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating.	<b>EE.L.M.3.1</b> The student can identify the correct use of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns) when communicating.	<b>EE.L.L.3.1</b> The student can identify simple the correct use of grammatical structures (e.g., singular/plural nouns) when communicating.	Classroom/ State

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<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>EE.L.3.2</b> Demonstrate understanding of conventions of standard English.</p> <p><b>a. Capitalize the first letter of familiar names.</b></p> <p><b>b. During shared writing, indicate the need to add a period at the end of a sentence.</b></p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Use resources as needed to spell common high-frequency words accurately.</p> <p>f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</p> <p>g. Consult print in the environment to support reading and spelling.</p>	2	<p><b>EE.L.H.3.2</b> The student can identify that the first word in a sentence should be capitalized and choose the correct ending punctuation (period, question mark, or exclamation point).</p>	<p><b>EE.L.M.3.2</b> The student can identify capital letters and basic punctuation (period and question mark).</p>	<p><b>EE.L.L.3.2</b> The student can identify a capital letter and point to (or otherwise indicate) the period at the end of a sentence.</p>	Classroom/ State
<b>Knowledge of Language</b>						
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>EE.L.3.3</b> Use language to achieve desired outcomes when communicating.</p> <p>a. Use language to make simple requests, comment, or share information.</p> <p>b. Not applicable</p>	3	<p><b>EE.L.H.3.3</b> The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking and answering questions, sharing information, and making simple requests).</p>	<p><b>EE.L.M.3.3</b> The student can use language to communicate effectively with a variety of audiences (e.g., sharing information, responding to greetings, being polite, and advocating for himself/herself, etc.).</p>	<p><b>EE.L.L.3.3</b> The student can use language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and advocating for himself/herself, etc.).</p>	Classroom/State
<b>Vocabulary Acquisition and Use</b>						

**DRAFT Essential Elements: ELA Grade 3 (NOTE: current version subject to revision)**

<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>EE.L.3.4</b> Demonstrate knowledge of word meanings.</p> <p>a. With guidance and support, <b>use sentence level context to determine what word is missing from a sentence read aloud.</b></p> <p>b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.</p> <p>c. Not applicable</p> <p>d. Not applicable</p>	1	<p><b>EE.L.H.3.4</b> The student can determine which word or words best complete a sentence. (The sentence may or may not be read aloud depending on student need.)</p>	<p><b>EE.L.M.3.4</b> The student can use context clues to recognize and/or determine the meaning of familiar words.</p>	<p><b>EE.L.L.3.4</b> The student can use simple visual and/or auditory cues to recognize familiar words.</p>	Classroom/State
<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>EE.L.3.5</b> Demonstrate understanding of word relationships and use.</p> <p>a. Determine the literal meaning of words and phrases in context.</p> <p>b. Identify real-life connections between words and their use (e.g., happy: "I am happy.").</p> <p>c. Identify words that describe personal emotional states.</p>	1	<p><b>EE.L.H.3.5</b> The student can identify the meaning of words in narrative and informational texts, including (but not limited to) words that describe emotions.</p>	<p><b>EE.L.M.3.5</b> The student can identify/understand words in one-paragraph narrative and informational texts, including (but not limited to) "feeling words."</p>	<p><b>EE.L.L.3.5</b> The student can identify basic words in one-to two-sentence narrative or informational texts, including (but not limited to) "feeling words" (happy, sad, tired, mad, etc.).</p>	Classroom/State
<p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p><b>EE.L.3.6</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).</p>	NA	NA	NA	NA	Classroom
<p><b>Claim 1</b> = Students can comprehend text in increasingly complex ways. <b>Claim 2</b> = Students can produce writing for a range of purposes and audiences.</p>						
<p><b>Claim 3</b> = Students can communicate for a range of purposes and audiences. <b>Claim 4</b> = Students can investigate topics and present information.</p>						

\*Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.